

Childminder report

Inspection date	6 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder uses the information gathered and her knowledge of children's interests to plan a range of interesting activities. This helps children to build on their existing skills and to make good progress.
- Children develop a good understanding of how to keep themselves safe. For example, they hold onto the banister to walk up and down the stairs. Older children describe the procedure to follow to get out of the childminder's home safely and quickly in an emergency.
- The childminder supports children's language development well. For example, she skilfully interprets younger children's early speech and models correct words back to them. She asks older children questions that require longer answers, such as 'what have you been doing this morning?'
- The childminder is a positive role model and has clear boundaries. She teaches children strategies to help them self-manage their behaviour. Children are well behaved and kind to their friends. For instance, older children show younger children how to use resources.
- Children demonstrate that they enjoy attending the childminder's home. They arrive happily and eagerly choose from the good range of resources provided. Children confidently talk to visitors about their favourite activities, such as completing jigsaws and going to the park.
- The childminder does not yet encourage parents to regularly share information about their child's development at home, to fully support a consistent approach to learning.
- On occasions, the childminder overly directs younger children's play and does not allow them enough time to develop their own ideas.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for parents to regularly share ongoing information about children's learning and development at home
- allow younger children more time to develop their own play ideas.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the childminder and discussed the impact on children's learning.
- The inspector examined a sample of relevant documents and evidence of the suitability of people living in the household.
- The inspector interacted with children at various points during the inspection.
- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.
- The inspector had a tour of the childminder's home. She looked at the range of resources available for children's use.
- The inspector looked at parents' written testimonies and took these into account.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder clearly describes how to keep children safe and ways to respond if she is concerned they are at risk of harm. She puts measures in place to support children's safety on outings, such as ensuring they wear high-visibility jackets. The childminder evaluates all areas of her provision and makes positive changes to enhance the quality of her good provision. For example, she has developed her garden to provide increased opportunities for children to strengthen their physical skills. The childminder accesses further training to help build on her existing skills. For instance, she has learned basic sign language to support younger children's language and communication skills. Overall, the childminder has good relationships with parents. Positive feedback from parents indicates that they are happy with the care and information they receive.

Quality of teaching, learning and assessment is good

The childminder supports children to develop the skills they need to prepare them for future learning. For example, as younger children enjoy painting their hands, she encourages them to count their fingers. Older children make simple comparisons such as discussing whose feet are the biggest. The childminder models writing children's names and annotates their pictures. This helps children to learn that written words have meaning. Children begin to gain greater control of their hand muscles in preparation for writing. For instance, younger children enthusiastically chalk on paving stones. Older children practise drawing circles. Children relish their time in the childminder's garden. For example, younger children enjoy digging in the sand and using wheeled toys. Older children make large bubbles and excitedly chase them as the wind blows them away.

Personal development, behaviour and welfare are good

The childminder frequently praises children. This helps them to gain confidence and develop a positive attitude to new challenges. For example, younger children show determination as they lift boxes off the shelf. Older children persevere as they attempt to complete a more complex jigsaw puzzle. They clap their hands in delight when they find the correct piece of the puzzle. Children talk about differences between themselves and others. For example, older children tell the childminder, 'I am older and bigger than my friend'. Children enjoy exploring small-world figures and jigsaws puzzles that represent diversity. This supports them to gain an awareness of the wider world. Children are beginning to learn about the importance of a healthy lifestyle as they eat fruit and drink fresh water.

Outcomes for children are good

Children demonstrate a zealous enthusiasm for learning. For example, younger children show fascination as they discover their voices sound different when they shout into a tube. Older children are curious to understand more about the world. For example, they ask the childminder, 'why do felt pens stop working?' They notice that things change, for example that chalk becomes smaller when it gets wet. Children do some things for themselves, such as putting on their own shoes. They sing happily as they tidy up and wipe tables. Children confidently ask for help with more difficult tasks.

Setting details

Unique reference number	EY547079
Local authority	Wirral
Inspection number	10101353
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Upton, Wirral. She operates Monday to Friday from 8am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder holds an appropriate childcare qualification at level 2. She offers funded early education places for two-, three- and four-year-old children.

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